

SOCIAL SECURITY—DISABILITY DETERMINATION SERVICES

SPEECH AND LANGUAGE EVALUATION GUIDELINES

Chief Complaint

State the major or chief complaint(s) alleged and a description of symptoms, which should be recorded in the informant's own words.

History:

Describe and discuss:

- A. **Brief summary or list of background material/medical records reviewed.**
- B. Chronological history of speech/language development.
- C. Related impairment, such as cleft palate, hearing loss etc.
- D. Pre- or postnatal complications, systemic illnesses, or injuries.
- E. Family history of speech/language dysfunction.
- F. Description of language used in the home and the speech/language abilities of primary caretaker.
- G. Overall affect of impairment on activities of daily living, school, etc.

Clinical Observations:

Discuss:

- A. Willingness of cooperate.
- B. Potential impact of other impairments on the individual's performance (e.g. Attention Deficit Hyperactivity Disorder).

Comprehensive Speech Testing:

- A. Assessment of articulation, fluency, and voice, using formal and informal measures.
- B. Best estimate of percentage of intelligibility at the conversational level with known and unknown context, and with familiar and unfamiliar listeners, with determination of the degree of which repetition/rephrasing of message improves intelligibility.
- C. Conclusions regarding the developmental appropriateness of the child's speech pattern(s), and how stimutable child is for correct production of erred sounds.
- D. Delineation of characters associated with the documented speech disorder (e.g., listing of phonological processes and descriptions of stuttering behaviors),
- E. Evaluation of oral structures and descriptions of volitional functioning (e.g., imitation) and autonomic functioning (e.g. eating).

Comprehensive Language Testing:

- A. Administration of a single, age-appropriate comprehensive language test that examines understanding and expression of both vocabulary and grammar.
 - ◆ State full title of test and include test/subtest means and standard deviations.
- B. Behavior observations of factors affecting test performance, such as motivation to perform, attention and persistence, and willingness to interact with the examiner (validity of test results).
- C. Clinical impressions regarding the child's understanding and production of semantics, syntax, and pragmatics at the conversational and narrative discourse levels.
- D. Documentation of results using all standard scores for subtests, receptive and expressive composites, total language and age equivalents.
- E. Evaluation that is conducted in child's primary language.

Findings and Conclusions:

- A. Assessment statement of communicative functioning in areas of language comprehension, language expression and speech (articulation, fluency, voice), and hearing.
- B. Behavior impact of related factors such as recurrent otitis media, orofacial anomalies, and ecological factors such as culture and dual language usage.
- C. Clinical impressions as to whether the level of severity indicated by standardized testing is reflective of the child's spontaneous speech and language at the conversational and narrative discourse levels.

Include:

- ✓ Signature on report.
- ✓ Specify your credentials(degree, ASHA CCCs and state board licensure number).
- ✓ Copies of completed testing protocols.

SOME *SUGGESTED TEST INSTRUMENTS* FOR SPEECH AND LANGUAGE EXAMS

SPEECH

- ✓ Assessment Link between Phonology and Articulation (ALPHA)
- ✓ Arizona Articulation Proficiency Scale – Revised (AAPS-R)
- ✓ Goldman-Fristoe Test of Articulation (GFTA)
- ✓ Photo Articulation Test
- ✓ Weiss Comprehensive Articulation Test (WCAT)
- ✓ Stuttering Prediction Instrument for Young Children

LANGUAGE

- ✓ Sequence Inventory of Communication Development - Revised (SCID-R)
- ✓ Preschool Language Scale - 3 (PLS-3)
- ✓ Clinical Evaluation of Language Fundamentals - Preschool (CELF-P)
- ✓ Clinical Evaluation of Language Fundamentals - 3 (CELF-3)
- ✓ Test of Early Language Development - 2 (TELD-2)
- ✓ Test of Language Development - 3 Primary (TOLD-3P)
- ✓ Test of Language Development - 3 Intermediate (TOLD-3I)
- ✓ Test of Adolescent Language - 3 (TOAL-3)
- ✓ Utah Test of Language Development - 3 (UTLD-3)
- ✓ Oral and Written Language Scales (OWLS)

PARENT INTERVIEWS TO SUPPLEMENT STANDARDIZED TESTING:

- ✓ Receptive-Expressive Emergent Language Test - 2 (REEL-2)
- ✓ Rosetti Infant-Toddler Language Scale